DOCUMENT RESUME

ED 153 107 CG 012 356

AUTHOR Bryant, Brenda; Andrews, Theodore
TITLE Pioneer CESA Guidance Project: A Staff Development Program for School Counselors. In-Service Training.
SPONS AGENCY Georgia State Dept. of Education, Atlanta. Div. of Program and Staff Development.
PUB DATE [76]
NOTE 35p.; For related documents, see CG 012 351-359

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Counseling Instructional Programs; *Counselor Training; Elementary School Counselors; *Inservice Programs; Program Guides; Secondary School Counselors; *Skills; *Staff Improvement; Student Teacher Relationship; *Teacher Participation; Teacher Role

ABSTRACT

The role of the school counselor is considerably more diverse and complex than simply serving student-clients. While the serving of student-clients is a vital function, it is also almost impossible with the existing counselor-student ratio to expect counselors to serve the needs of all student-clients. Likewise, the effectiveness of the counseling program and the instructional program tend to suffer if they are viewed as discrete rather than compatible functions of the school. The counselor thus has two main reasons for conducting in-service training for faculty and staff: (1) to extend the impact of the counseling function by training others in the faculty and staff to support and elaborate, and (2) to improve the articulation of the counseling and instructional programs. This module is designed to help counselors develop skill in conducting these sessions. This document is one of seven staff development programs which target performance skills of school counselors. The programs include the competency areas of planning, individual counseling, group facilitation, in-service training, consultation, information processing, and legal/ethical concerns. (Author/LEB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED153107

PIONEER COESA

STAFF DEVELOPMENT PROGRAM for SCHOOL COUNSELORS

CG

IN-SERVICE TRAINING

U S DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S. Bernknopf

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

CG 012 356

PIONEER COOPERATIVE EDUCATIONAL SERVICE AGENCY
Cleveland, Georgia

PIONEER CESA GUIDANCE PROJECT

A STAFF DEVELOPMENT PROGRAM

FOR

SCHOOL COUNSELORS

IN-SERVICE TRAINING

Authors

Brenda Bryant and Theodore Andrews
Concern for Educational Development
Washington, D. C.

Editor

Dr. Edith Miller
Foundations of Education
Auburn University

PIONEER CESA GUIDANCE PROJECT

A STAFF DEVELOPMENT PROGRAM

FOR

SCHOOL COUNSELORS

Developed by:

Pioneer CESA
Counselor Education Project
ESEA - Title IV C

Dr. William B. Ware
Project Director

Dr. Stan Bernknopf
Research Associate

Susan Tyson
Development Associate

Project Supported by:

Office of Instructional Services
Division of Program and Staff Development
Georgia Department of Education
Atlanta, Georgia
Jack P. Nix, State Superintendent of Schools

CONTENTS

PREFACE iv

PRETEST 4

SECTIONS:

I. Arranging Space 16

II. Opening The Session 22

III. Assessing Needs 26

IV. Stating Objectives 31

V. Using Materials and Activities 35

VI. Pacing and Variety 39

VII. Attending to Content or Task 42

VIII. Attending to Process 44

IX. Involving Participants 48

X. Reinforcing Success 54

XI. Responding to Needs 58

XII. Measuring Achievement 61

XIII. Conducting Evaluation 67

XIV. Summarizing 71

CONCLUDING EXERCISE: DESIGNING A TRAINING PROGRAM 73

PRETEST ANSWER KEY 75

Preface

This document is one of seven staff development programs which target performance skills of school counselors. The programs include the competency areas of: Planning, Individual Counseling, Group Facilitation, In-Service Training, Consultation, Information Processing and Legal/ Ethical concerns. While there may be other areas which will be helpful to school counselors, the skills described in this series are felt to be essential.

The staff development programs are one component of a comprehensive student needs based guidance system developed by the Pioneer CESA Guidance Project. The competencies which are addressed in these modules were derived from identified student goals related to guidance. The attainment of the skills described in the programs should facilitate counselors' clients in achieving these goals.

The staff development programs are designed to be used by students who aspire to become school counselors, by entry level counselors who are seeking to demonstrate their skills for certification purposes, and by experienced counselors who wish to enhance their skills. An individual may use the programs in an informal setting or they may be used in a more structured group of counselors

pursuing a formal staff development plan.

The emphasis of each program is on performance; thus an effort has been made to avoid another textbook in the specified area. A format has been developed which uses behavioral indicators as the focus for activities. A basic knowledge of the area of functioning is assumed. Where this prerequisite knowledge is not present, selected readings and references are provided.

Upon completing each of the programs the participant should be able to successfully demonstrate the skills needed to be certified as competent in the performance area. Further, it is the hope of the project staff that the skills acquired through this series of programs will facilitate positive growth in the knowledge, skills and attitudes of the young people with whom school counselors have contact.

William B. Ware
Stanley Bernknopf

RATIONALE

The role of a school counselor is considerably more diverse and complex than simply serving student-clients. While the serving of student-clients is a vital function, it is also almost impossible with the existing counselor-student ratio to expect counselors to serve the needs of all student-clients. Likewise, the effectiveness of the counseling program and the instructional program tend to suffer if they are viewed as discrete rather than compatible functions of the school. For these two reasons -- (1) extending the impact of the counseling function by training others in the faculty and staff to support and elaborate, and (2) improving the articulation of the counseling and instructional programs -- the counselor has a major responsibility for conducting in-service training for school faculties and staff. This module is designed to help counselors develop skill in conducting these necessary sessions.

Fourteen specific skills are addressed in this module. These skills are presented individually for ease in focusing on one skill at a time. This organization is <u>not</u> intended to suggest that these are indeed independent skills, for each skill builds on the other

and interacts with others to prepare a counselor to plan, implement, and evaluate effective in-service training. Neither is the order in which these skills are presented necessarily the order in which they may be utilized.

Conducting a needs assessment and formulating objectives, for example, are likely to be the first steps taken in planning for training. At first thought, one might assume that the evaluation process including the achievement measures would be the final step in the training session. To put these skills in any hard and fast sequence would deny the need to plan each in-service session as a unique response to unique needs.

Generally, one can consider the planning function to include needs assessment, objective formulation, space arrangements, and the designing of the implementation function. The implementation function includes the components of the session-opening activities, instructional sequences, and summarizing activities--as well as the focus on content and process, involvement and reinforcement of participants, and responding to participant needs. The evaluation function includes responding to participant needs as a kind of on-going evaluation and adaptation as well as the achievement measures and process evaluation.

Objectives

Using this module as a guide, counselors will design and deliver an in-service training program for teachers. The design of the session will include:

Space arrangements

Opening activities

Needs assessment

Objectives

Materials and activities

A sequence of instruction that is varied and well paced

A focus on content

A focus on process

Active involvement of participants

Reinforcement

Responding to participant needs

Achievement measures

Evaluation

Summarizing activities

Instructions

Begin this module by taking the pretest. Score the pretest using the answer key at the end of the module; then select the sections of the module on which you will work. When you have completed the sections you have selected, do the concluding exercise.

IN-SERVICE TRAINING

PRETEST

The following is designed to check competency in training skills. Indicate (X) in the space provided for the answer you select. Then briefly state the reason for your choice. When you are finished compare your answers to the key at the end of the module and select those portions of this module which would be most helpful to you in improving your skills as a trainer.

I. Arranging space

A. Ten participants are seated in chairs in a semicircle facing the trainer's seat which is front center. This arrangement is best to facilitate:

___ 1. Group discussion
___ 2. Reading-writing exercises
___ 3. Trainer-led question-answer session
___ 4. Independent activities
___ 5. Fishbowl exercises

Why?

B. As the major part of the training session you are asking 20 participants to examine and review a set of classroom materials containing books, activity cards and individual student games. You want the participants to make notes as they work for a discussion to be held later. You will probably elect a space arrangement using:

___ 1. Several separate learning stations with tables (containing various materials) and chairs.
___ 2. 20 chairs facing a head table where materials are displayed.
___ 3. A circle containing 20 chairs.
___ 4. Three-chair buzz groups.
___ 5. A conference-style (long table and chairs) with materials displayed at the center.

Why?

II. Opening the session

A. "More and more students are requesting sex education courses. The Board of Education has urged us to examine the program here at Monroe High." This portion of the trainer's opening remarks is best described as the

___ 1. Purpose for training.
___ 2. Goal of the training.
___ 3. Performance objectives.
___ 4. Agenda for the session.
___ 5. Rationale for training.

Why?

B. Which of the following statements can best be described as a statement of <u>purpose</u> for a training session?

___ 1. What do you hope to achieve during this session?
___ 2. The curriculum committee would like to initiate a career education program in grade 6.
___ 3. We are here today to develop a series of activities for Career Education Day.

___ 4. Lincoln High is striving to become the top academic high school in the county.
___ 5. A career education program must develop skills as well as provide access to career information.

Why?

III. A. A written survey to assess needs of participants prior to a training session, is done for the purpose of:

___ 1. Informing participants about the program.
___ 2. Obtaining information that may influence the design and/or content of the program.
___ 3. Justifying the expenditure of time on training.
___ 4. Creating a feeling of personal concern among participants and trainer.
___ 5. Having comparable data on all participants.

Why?

B. You are planning to group teachers in a training session according to their levels of knowledge about techniques for mainstreaming (involving special children in the regular classroom). In the needs assessment you will most certainly ask teachers

___ 1. Their ages.
___ 2. The schools where they received their teaching degrees.
___ 3. About their counseling skills.
___ 4. About previous training in mainstreaming techniques.

___ 5. Their scores on the National Teacher Exam.

Why?

IV. A. Objectives for the training session should <u>not</u> be stated.

___ 1. Only at the end of the session.
___ 2. In writing.
___ 3. Orally.
___ 4. By the trainer.
___ 5. At the beginning of the session.

Why?

B. Which of the following is the most clearly and correctly stated objective?

___ 1. After the sessions participants will have a definition of values clarification.
___ 2. Participants will be able to understand values clarification.
___ 3. Participants will read about values clarification and will view at least one skill demonstration.
___ 4. Participants will know how to use Johnson's guide for designing a values clarification exercise.
___ 5. Using Johnson's guide, participants will write a plan for a one hour values clarification exercise which meets the criteria stated in the Guide.

Why?

V. Using materials and activities

A. The objective of the session is to train participants to ask open-ended questions and to demonstrate the skill in a five minute one-to-one interview where at least 50% of the questions are open-ended. Activities in this session will focus on

___ 1. Reviewing interviewing techniques.
___ 2. Writing interview questions.
___ 3. Debating the conditions where closed or open-ended questions are most appropriate.
___ 4. Preparing and asking open-ended questions.
___ 5. Preparing a research paper on questioning techniques.

Why?

B. Participants are being trained to administer a standardized test. The session is <u>least</u> likely to include:

___ 1. Reviewing the test administrator's handbook.
___ 2. Techniques for giving instructions.
___ 3. Logistic information (timing, materials, location).
___ 4. A demonstration on introducing the test and procedures to students.
___ 5. Interpreting test results to parents.

Why?

VI. Pacing and variety

A. The purpose of varying the types of activities during a training session is to

___ 1. Use as many materials as possible.
___ 2. Maintain the interest and involvement of participants.
___ 3. Show skill as a trainer.
___ 4. Keep participants happy.
___ 5. Take maximum advantage of the time allotted for the session.

Why?

B. The pacing of the training program may be inappropriate when

___ 1. Participants "lose their places" in the sequence of activities.
___ 2. Tasks are not completed by participants.
___ 3. Participants have finished tasks and are idle or restless.
___ 4. All of the above.
___ 5. None of the above.

Why?

VII. Attending to content or task

A. Which of the following represents orientation to group task (as opposed to process)

___ 1. Stating the session objectives.
___ 2. Adhering to the agenda.
___ 3. Reminding participants of the need to "stick to the subject."
___ 4. Monitoring individual progress during independent study time.

___ 5. All of the above.

Why?

B. Orientation to task means

___ 1. Attending to the session's purpose, objectives, planned outcomes.
___ 2. Selecting appropriate materials.
___ 3. Keeping participants active and involved.
___ 4. Sharing the evaluation process with participants.
___ 5. Everyone has a chance to speak.

Why?

VIII. Attending to process

A. When a number of participants are showing signs of frustration or disinterest, the trainer should

___ 1. Adjourn the session.
___ 2. Assume the group is not ready for the training program.
___ 3. Ask the group to assess current feelings and attitudes.
___ 4. Encourage those who are interested to continue without uninvolved group members.
___ 5. Not attempt to evaluate the program.

Why?

B. Orientation to process may include

___ 1. Arranging furnishings appropriately.
___ 2. Permitting self-selection of materials.
___ 3. Involving participants in planning and evaluation.
___ 4. Facilitating oral communication.
___ 5. All of the above.

Why?

IX. Involving participants

A. The purpose of a workshop is to give teachers facts concerning drug use. You feel that a lecture, alone, is not sufficient. You will probably elect to

___ 1. Have the group members share what they know with one another.
___ 2. Employ a panel of students and parents.
___ 3. Show the film "Man With The Golden Arm."
___ 4. Ask participants to read and discuss a summary of various studies on drugs and their use.
___ 5. Tour a mental health facility.

Why?

B. In a training session <u>involving participants actively</u> means

___ 1. Physical movement or exercise.
___ 2. Acting or dramatic expression.
___ 3. Engaging participants in the learning task through appropriate intellectual, emotional or physical action.
___ 4. Using media.

___ 5. Maintaining eye contact with the trainer.

Why?

X. Reinforcing success

A. A training strategy that contains built-in reinforcement of learning is

___ 1. Film.
___ 2. Reading.
___ 3. Group discussion.
___ 4. Simulation game.
___ 5. Programmed material.

Why?

B. Reinforcement of success in learning is intended to

___ 1. Motivate the learner.
___ 2. Single out the most able participants.
___ 3. Indicate the trainer understands the material.
___ 4. Create participant dependency on the trainer.
___ 5. Be given verbally to all participants.

Why?

XI. Responding to needs

A. When addressing a group the trainer should be aware of and respond to participants'

___ 1. Body postures.

___ 2. Facial expressions.
___ 3. Eye contact.
___ 4. All of the above.
___ 5. None of the above.

Why?

B. You have brought together teachers from several schools for a workshop. Most likely their first concern is

___ 1. Being on time.
___ 2. Who are the people attending the workshop.
___ 3. What will be expected of them.
___ 4. What materials are they getting.
___ 5. What follow-up will be available.

Why?

XII. Measuring achievement

A. The primary purpose for measuring participant achievement in the workshop is to

___ 1. Determine if objectives have been accomplished.
___ 2. Achieve closure.
___ 3. Elicit participants' feelings about the process.
___ 4. Critique the trainer's style.
___ 5. Prove the program's success.

Why?

B. The trainer should select an achievement measure that

___ 1. Takes little time.
___ 2. Is written.
___ 3. Is clearly keyed to the objectives.
___ 4. Is designed by participants.
___ 5. Can be machine scored.

Why?

XIII. Conducting evaluation

A. The primary purpose for conducting an evaluation of the training program is to

___ 1. Give participants an opportunity to react to the program.
___ 2. Provide reinforcement for the trainer.
___ 3. Achieve closure.
___ 4. Help determine if the program design is appropriate for the audience.
___ 5. Acquire written confirmation of the program's success.

Why?

B. You want participants to evaluate the training session and to make suggestions about how the program might be modified for use with other teachers. An appropriate evaluation procedure is

___ 1. Oral discussion focussing on session assessment.
___ 2. Written assessment of the session.
___ 3. Indivisual trainer-participant interviews.

___ 4. Follow-up survey after teachers have returned to the classroom.
___ 5. Any or several of the above.

Why?

XIV. Summarizing

A. Which of the following is not likely to be included in a training session summary?

___ 1. Skill building exercises.
___ 2. Review of the objectives.
___ 3. Review of the agenda.
___ 4. Review of materials distributed to participants.
___ 5. Schedule of follow-up activities related to the training.

Why?

B. A summary activity may include

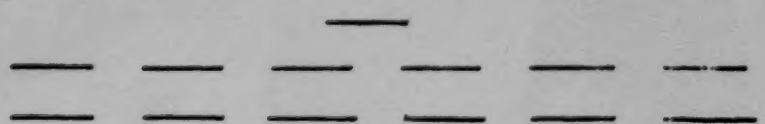
___ 1. Participant comments.
___ 2. Trainer comments.
___ 3. Testing.
___ 4. All of the above.
___ 5. None of the above.

Why?

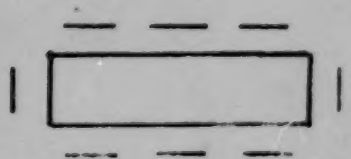
I. Arranging Space

While it is the communication between the trainer and participants that makes for effective training, environmental conditions can influence that communication process. In preparing for a training session, the trainer must consider what arrangement of the space and furnishings will best facilitate the program's objectives. The trainer may conclude that during the session more than one arrangement will be necessary depending on the activities employed. The following is a list of some basic ways of organizing the physical environment for training.

Lecture. Seats in rows facing the speaker or the visual presentation.



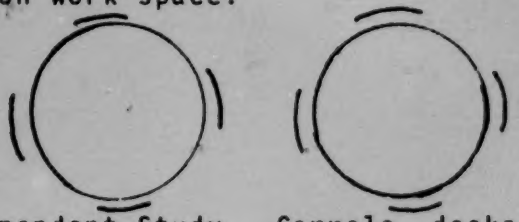
Conference. Seats placed around a single table.



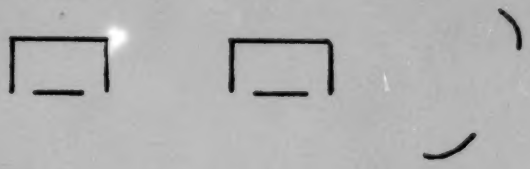
Question-Answer. Seats in a semi-circle facing the primary speaker.

Group Discussion. Seats in small groups of 5-8 participants.

Group Project. Seats clustered around a common work space.

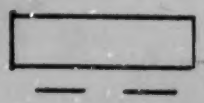


Independent Study. Carrels, desks, or confortable seats spaced to avoid interference among participants.



Diads. Pairs of seats arranged to facilitate discussion

or to facilitate joint work tasks.



Fishbowl. An outer circle or seats facing an inner circle where participants in the inner circle are interacting and are being observed by participants in the outside ring.

Other variations on arrangements of space and furniture may occur to the trainer. The key is to remember the purpose of the activity and to facilitate the activity's success. Other factors to consider include the following:

Visuals. Place media or print materials in a place where everyone can see them without obstruction. Be certain that the size of the visuals is adequate to be seen from the rear of the viewing area.

Sound. Be sure that everyone can hear. Amplification may be necessary with large groups and large spaces.

Lighting. The lighting should be appropriate to the task. For films the room must be dark; for writing and reading ample light must be provided.

Traffic. Furniture should be arranged so that participants do not interfere with one another during an activity.

Writing surfaces. When participants are being asked to maintain notes or do other written tasks, they should have access to writing surfaces. Lap boards may suffice.

Storage. Especially when a session calls for participants to bring or receive many materials that will be used intermittently throughout the session(s), storage space for materials should be provided.

Flexibility. If arrangements will be altered during the session, select the most portable furnishings if possible. Fixed seats seriously limit the trainer's options.

Safety. Place electrical cords and other obstructions out of the way of the traffic flow.

Exercise 1. Develop or adapt a check list for assessing arrangements of space for teaching/training situations. You may include such questions as the following:

Are all participants able to see speaker or visuals?

Are all participants able to hear speaker or audios?

Does the seating arrangement facilitate the communication process that is intended?

Are work surfaces adequate?

Is the size of the furniture appropriate to the size of participants?

Is the lighting adequate?

Is spacing between participants or groups adequate?

Is the teacher or trainer attentive to space or furniture needs of participants?

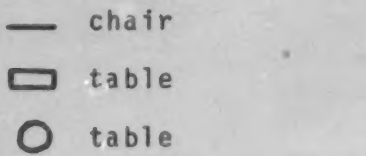
Do participants have access to needed materials?

Add questions that seem particularly appropriate to the situation you are observing or to situations with which you are familiar.

Exercise 2. Using the check list you have developed assess one or more teaching/training sessions. Observe the teacher or trainer, participants, space and furnishings for about 20 minutes. Be conscious of how all factors interact and determine the degree to which you

feel the arrangement of space is facilitating or inhibiting the purpose of the session.

Exercise 3. Using the following symbols, draw space arrangements for the training activities described below:



- Showing a film
- Practicing one-to-one interviewing skills.
- Panels debating two sides of an issue.
- Role-play demonstration in front of the group.
- Paper-pencil test administered to participants.

II. Opening the Session

When a group is brought together for training, participants bring with them a set of needs or questions to which the trainer must respond in opening the session. Typically those questions include:

Who is here?

Why are we here?

What are we going to do?

The first question, "Who is here?" is important even if participants are acquainted with one another. In addition to introducing everyone by name, participants might also engage in exercises designed to help them know others better and understand what each group member hopes to gain from or contribute to the session. Participants might interview one another in pairs, then introduce their partners to the group. A pre-session "coffee break" might help participants become better acquainted. If the session will require people to work in groups, then participants might be encouraged to circulate and discuss the session and select work partners for the training task.

Other ideas for session openers include the following:

- Using old magazines, glue, chart paper and scissors, have each participant make a collage that describes him/herself and personal or professional interests. Display the collages for the group.

- Distribute the session objectives and, working in pairs or trios, have participants prioritize (rank) the objectives and describe to others why they have so ordered the objectives. Participants present and compare their lists which are then used by the trainer as a part of the needs assessment.

- Instead of beginning the session with issuance of name tags, ask each participant to fill out a tag with the one word that best describes him/herself. Individuals then introduce themselves to the group and explain why that word was chosen.

- If teachers or other educators are the participants, ask each to draw an ideal classroom. Open the session with presentations from each participant where they explain their designs to others.

"Why are we here?" is a question concerning the rationale for the training. Did administrators require it? Did a needs assessment discover that participants wanted it? Is it primarily a subject that the counselor feels participants would be interested in? Has a school or community problem created the need for the training? Whatever the rationale, participants should be told why the training topic was identified.

"What are we going to do?" is a question that will be answered in at least two ways. First, the trainer will discuss the purpose of the session. Purposes may include learning something, gaining skill in something,

planning, designing, or evaluating something. A simple statement of the purpose should be included in the opening remarks. Second, the trainer will present the agenda to the group. Tasks and time schedules should be included on the agenda. The trainer may want to open the agenda to discussion if he/she is willing to modify its contents, sequence or time frame.

EXERCISES

Exercise 1. Assume you are working with a group of 12 teachers who teach various subjects. Some are well acquainted; others are not. The session you are about to present is called "Using Role Playing in the Classroom." Design a ten-minute opening activity that will help participants get to know one another while introducing the topic at the same time. Your purposes for the activity are to:

1. Encourage participants to talk to one another.
2. "Break the ice."
3. Introduce role playing.
4. Encourage active involvement.

Now, stop reading and design your activity. When it is complete, read the following suggested activity.

Remember that this is only a suggestion and many activities could be tried.

Suggested opening activity. Group participants in threes. Ask each participant to role play the animal he/she would most like to be. When the other members of the group have identified the animal, the role player explains why he/she chose it. In so doing, participants learn about others and are introduced in a simple way to role playing.

Exercise 2. Consider the school and the teachers in the school where you work. Ideally, what is one topic around which you would like to develop a 2-hour training session?_____.

Write an opening statement for the session that includes the purpose and the rationale for the training.

III. Assessing Needs

Needs assessment includes a variety of information-getting procedures which a trainer might use for different times. Needs assessment may be conducted prior to, during a training session, or at both times. The source of information or audience is determined by the kind of information needed. The following are examples of the types of needs assessments which may reveal data pertinent to staff development needs.

A general survey of staff needs, interests, skills, knowledge, concerns.

A general survey of students and their perceptions of ways in which staff might better serve them.

A general survey of community or parent needs, concerns.

A specific test of staff competency in a given skill or knowledge area.

A questionnaire specifically addressed to trainees which surveys their readiness for and/or interest in a given topic on which the trainer is about to conduct a session.

A needs assessment may be formal or informal, oral or written. It may be used with a single source of data or several sources. The purpose of assessing needs for training is to develop courses or sessions which are clearly designed for the needs of participants being trained. Therefore, the trainer may need some or all of

the following types of information:

Level of staff skill or knowledge in a particular area.

Interest of staff in participating in training.

Degree to which administrators are willing to support the training.

Likelihood of the training being used by trainees.

Priority areas of need among staff.

Skills present among staff that may be utilized during training.

Materials or activities that may be of special interest to trainees during the session.

Trainee preferences related to learning styles, schedule for training, session length, group size, etc.

Whatever information is collected by the trainer, the information should be used to design the components of training program. The trainer may determine that some of the identified needs cannot be met in the session. If so, this fact should be shared with the participants. The needs that will be addressed in the session should also be made public, and the audience should be continually assessed to determine if their needs, in fact, are being met.

Exercise 1. Develop a needs assessment instrument to survey the staff of your school to identify what needs for training might exist among teachers. In designing the needs assessment instrument, use the following guidelines:

Ask only for information that you can use.

Ask only for information that is relevant to the type of program you are planning.

Be prepared to respond to the data that results even if the response is an indication that the in-service program cannot meet a particular need.

If a large population is to be surveyed (30 or more persons), use an instrument that can be easily tabulated. The answers to open-ended questions are difficult to quantify or compare.

Consider making the results of the assessment public.

Keep the form concise so that people will be encouraged to respond.

Be sure the population knows why the questions are being asked. Talk personally with individuals if possible.

Choose from among the items contained in the samples below or adapt items from other sources.

Sample 1

Name_____Grade_____

Subject_____

Years of teaching experience____

Please indicate (X) which topics you would like to explore with the school counselor during staff training:

____Counseling techniques

____Mainstreaming

____Career education

____Study skills

____Etc.

Sample 2

Name_____Grade _____

Subject_____

Years of teaching experience_____

The counselor is in the process of developing an in-service program on career education. Please answer these questions to assist him/her in the design of the program.

____Would you be interested in learning more about career education?

____Do you presently include career education in your curriculum?

____What resources do you have access to that might be employed in the session?

____Would you like to assist in the session?

In what ways?

_____What suggestions would you like to offer the counselor?

Sample 3

Name_____Grade _____

Subject_____

Years of teaching experience_____

On the scale of 1-3 how would you assess your knowledge of the following topics? (1 = no knowledge, 2 = some knowledge, 3 = much knowledge)

Drug use and abuse	1	2	3
Behavior modification	1	2	3
Value clarification	1	2	3
Sociodrama	1	2	3
Etc.			

Exercise 2. Select a target audience such as parents, students, administrators or community members and develop a needs assessment instrument for that group. The purpose of the instrument is to determine how your services might best meet their needs.

Exercise 3. Administer, tabulate and summarize one of your needs assessment instruments. Determine how you might modify the instrument for future use.

IV. Stating Objectives

The purposes, rationale and needs for training among staff will provide information as to what specific objectives are to be achieved during a particular session or sessions. Objectives tell the trainer and trainees what the trainees will do, the conditions under which they will do it, and the criteria against which their performance will be measured. Specific, measurable objectives are a key to effective training because they clearly state what the session or sessions must accomplish. They are presented to the trainees at the beginning of the session either orally or in writing or both. Using participant input, objectives may be modified during the session and are always incorporated into the final review at the session's close.

Following are some sample objectives:

- Using the Administrator's Manual, participants will orally present instructions for taking the Jones Test of Basic Skills to a group of four students. All students will correctly complete the test form following the administrator's instructions.
- Given a 20-item multiple choice test, participants will select the correct responses to statements of fact concerning drug use. (Ninety percent mastery required.)
- Using A Guide for Preparation of Case Studies,

participants will write a case study in the area of multi-ethnic education that is judged by two peer readers to be

- Relevant to the student population,
- Clearly descriptive of a problem situation,
- Complete and containing enough information to elicit discussion from students,
- Unbiased in presentation.

Any of these objectives could be appropriate for a training session. Note that each objective says what the trainee will do (present instructions, select responses, write), under what conditions it will be done (materials and setting) and against what criteria he/she will be measured (students correctly complete the test form, 90% accuracy, peer reader's criteria).

Each of the above objectives describes a product or an outcome to be achieved as a result of a training sequence. Trainers may also want to incorporate process objectives into their plans--objectives that describe the types of experiences or interactions the session will provide for participants. Some examples of process objectives follow:

- Each participant will demonstrate at least one teaching style that he/she has not used previously.
- Participants will complete a force-field analysis to develop solutions to a school-related

problem they choose to resolve.

- Participants will be actively engaged in the session by participating in group discussions and critiquing the activities used by the trainer.

A given session is likely to have several objectives--some product objectives and some process objectives.

EXERCISES

Exercise 1. Read the following non-measurable statements and on a separate page translate them into measurable objectives.

- Participants will know how to utilize resources located in community agencies.
- Participants will plan a career education seminar.
- Participants will learn how to evaluate classroom materials for their multicultural content.

Stop and write an objective for each statement. Be sure your objectives include what participants will do, under what conditions they will do it, and how they will be assessed. When you have finished, read the possible solutions below:

- Given a list of community agencies, participants will identify in writing the services provided by those agencies (90%).
- Given the data from a school and community needs assessment, participants will write a program for a two-hour career education seminar that includes

at least one activity for each need stated by 10 or more persons in the needs assessment.

- Using the B'nai B'rith check list participants will evaluate one textbook for multicultural content.

Exercise 2. Read Robert Mager's Preparing Instructional Objectives (Fearon). The book is programmed and provides some exercises similar to the preceding exercise. (There are a number of books on the market regarding the writing of behavioral objectives. Any one of these options would be a possible substitution for Mager's book.)

V. Using Materials and Activities

A training session is a series of related activities designed to help participants achieve the session's objectives. Objectives may indicate that the trainer anticipates a change in knowledge, skills or attitudes or some combination of these three categories of change. The activities and materials selected for the session will vary depending upon what the participants are to achieve. If the objective of the session primarily is to increase knowledge of a certain subject, participants are likely to engage in lectures and media presentations, reading, and question and answer sessions. They will focus on getting the facts and checking their learning against expert sources.

When the session's primary objective is the acquisition of skills, the trainer is likely to select activities that provide participants with opportunities to practice and assess their abilities to perform, Skill training often utilizes live or mediated demonstrations, peer practice sessions, role playing, simulation, self-evaluation and critique of or by others.

In sessions where the objective is attitude change participants will be engaging in activities designed

to encourage understanding of self and to experience situations which provide opportunities to test assumptions, behaviors or beliefs in a non-threatening atmosphere. For example, a group of teachers who are uncertain about the merits of team teaching may be led to examine their own concerns or anxieties about the team teaching situation; they may interact with others and openly discuss attitudes. They may view some team teaching situations, then test their own abilities in a role play or simulation activity. Eventually they may be given the opportunity to try team teaching on a limited basis, then analyze and evaluate the experience with their peers.

There is rarely just one activity or one set of materials that will be appropriate for a given training session. However, the trainer should select materials and activities that are

- Appropriate to the session's objectives.
- Matched to participants' learning styles, interests, and needs.
- Usable within the constraints of time or facilities.
- Familiar to the trainer.

Exercise 1. Read the two objectives stated below, then, for each objective design one or more activities that will be appropriate to that objective.

> Given a textbook in the subject of their choice, participants will identify instances of sex bias in the text.
>
> Given a list of community agencies, participants will identify in writing the services provided by those agencies (Ninety percent mastery is required.)

Stop and design some activities, then read the possible solutions below.

Possible Solutions

The first objective asks participants to locate instances of sex bias in a textbook. Obviously participants will need a definition of sex bias and will want to know the purpose of the activity. They should be provided time to discuss their attitudes toward the subject and should see some examples of sex bias in classroom materials. For this session each participant will need a textbook and will review the content to determine if biases exist and how they are presented.

The second objective requires that participants identify services provided by community agencies. They will need a list of those agencies and should probably

be informed about referral procedures. Some appropriate activities might include reading about the agencies, listening to a panel presentation by agency representatives or visiting various agencies in the community.

Exercise 2. Assess the training resources available in your school. Determine how you might employ the resources. Include in your survey:

Personnel. Special skills or knowledge among staff,

Equipment. Media and materials,

Facilities. Space and furnishings,

Time. Opportunities when staff are brought together.

VI. Pacing and Variety

The trainer must be aware of pacing and variety of activities in order to ensure that participants remain interested and involved in the session. Pacing means that the session moves from one activity to the next without hurrying participants and without wasting time. The trainer may need to provide extra help for some and extra activity for others. Generally participants should feel that their time is valuable and has been well spent. Variety refers to the types of activities in which participants engage. During a single session they may be involved in a passive, receiving mode and in an active, expressing mode. In most sessions a combination of both is appropriate. Listening, reading, watching or sensing should be blended with speaking, performing, writing or expressing.

EXERCISES

Exercise 1. Observe in a classroom or other instructional setting for one hour. Record and describe each separate activity and note whether the activity requires active or passive involvement. Assess the pace and variety and determine other instructional alternatives

that might have been open to the teacher. During the observation record the sequence of activities used by the teacher or trainer. At the same time record the amount of time devoted to:

Presentations to students

Presentations by students

Teacher - pupil interaction

Peer interaction

Large group discussion

Small group discussion

Independent activity

Using print material

Use of manipulative materials

Management tasks (e.g. distributing or collecting materials

Teacher directed or teacher assigned tasks

Pupil directed or self-assigned tasks

Other_____

Exercise 2. Most training sessions contain the following components:

1. Opening
   a. Getting acquainted
   b. Statement of purpose and rationale
   c. Pretest or needs assessment

d. Review of agenda and objectives

2. Instructing

   a. Introduction to the subject

   b. Practice exercises

   c. Reinforcement

3. Closing

   a. Posttest and evaluation

   b. Summary

   c. Follow-up planning

As you think about pacing and variety, consider each of these components. How might each be made active for participants? How might each be made passive? How might you achieve a blend of active and passive experiences for participants?

Select one segment of the training session (opening, instructing, closing) and prepare a written design for a thirty-minute series of activities that contains at least one of each of the following:

- A presentation by the trainer
- A presentation led by a participant
- A visual aid
- An activity requiring physical movement on the part of participants

See sections 2,5,7,8,9,10,12,13,14 for some activity ideas.

VII. Attending to Content or Task

Any well-designed training session has a purpose and stated objectives. One of the jobs of the trainer is to be certain that the group is aware of the objectives, adheres to the agenda, stays on-task (sticks to the subject), and is progressing toward desired outcomes. At the same time the trainer must be flexible and willing to adjust the program if it becomes evident that the content will not be mastered or the task will not be achieved. Problems may arise and rushing through an agenda may mean that objectives will not be achieved or other important concerns of participants will not be addressed.

In attending to content or task the trainer

- Shares the session's objectives with participants.
- Presents the agenda to participants.
- Periodically assesses group or individual progress toward achievement of the objectives.
- Reviews the agenda and notes for the group the tasks they have completed.
- Guides discussions that are straying from the topic.
- Provides assistance to participants who are having difficulty.
- Adjusts the training design or alters activities that are not proving effective.

- Removes or reduces barriers to learning or working if they arise (e.g., noise).

EXERCISES

Exercise 1. Observing in a classroom. The exercises related to this section combine content and process skills. These exercises are combined in Section VIII, p. 45.

Exercise 2. Developing an interim evaluation instrument, a very simple and brief check-sheet can be developed regarding mid-session progress. Develop such an instrument which would allow for participants to assess where they are regarding the objectives for the total session. There are three criteria for this check sheet: (1) require little time to complete, (2) closely relate to session objectives, and (3) information obtained can be used to make mid-session adjustments.

VIII. Attending to Process

While it is important that participants accomplish the tasks on which they are working, it is equally important that the training process be responsive to individual and group needs. Frustration, boredom, disinterest or discomfort are likely to impair progress even where a session appears to be running smoothly, on task and on time. It is the trainer's job to monitor the group process and to facilitate problem resolution so that barriers to learning are removed. While task or content refer to <u>what</u> is to be accomplished, process refers to <u>how</u> the session is facilitated. Attention to process means the trainer is sensitive to personal and interpersonal needs and is responsive to verbal and non-verbal indicators of those needs.

In attending to process the trainer

- Sees that participants are introduced to one another.
- Responds to questions raised by participants.
- Checks participants' comfort with the task.
- Encourages everyone to participate.
- Provides opportunities for participants to give feedback to the trainer or to the group.
- Adjusts the schedule if the pace is inappropriate.

- Adjusts group size according to tasks and needs of participants.
- Provides feedback to participants.
- Clarifies verbal communications.
- Provides individual help when needed.

EXERCISES

Exercise 1. (This exercise and the one that follows combines Sections 7 and 8.) Consider the differences between content and process. The former relates to getting the job done; the latter relates to how that job is accomplished. Develop a classroom observation check list that will help you distinguish between the two related but distinct concerns. The sample check list below may be useful as a starting point.

Content-Process Observation Guide.

Observe in a classroom for one hour. Every ten minutes place a tally mark next to the activity that has occurred during the preceding ten minutes. If two or more actions occurred, mark each.

Content-related	1	2	3	4	5	6
Teacher giving directions						
Teacher lecturing						
Teacher asking questions						
Student reading						

	1	2	3	4	5	6
Media presentation						
Student writing						
_____						
_____						
Process-related						
Teacher encouraging student(s) to participate						
Teacher encouraging students to interact with one another						
Students giving feedback						
Teacher assessing needs or student progress						
Teacher involving students in planning, choices, decisions						
Students asking questions, raising problems						
Students or teacher reinforcing success of others						
_____						
_____						
_____						

Exercise 2. Referring to the observation guide that you used for Exercise 1, review the numbers of tally marks you have made and consider the following questions:

- Did the teacher facilitate the completion of the task?
- Did the teacher attend to the process and human interactions?
- Was the content-process blend adequate?
- What suggestions might you make if you were the teacher?

IX. Involving Participants

When discussing activities, materials, pacing and variety in sections 5 and 6, much was said to encourage trainers to involve participants actively in the training session. Active involvement does not necessarily imply physical movement, although games, role plays, manipulating materials and operating media are often appropriate components of training. Active involvement may also mean mental and intellectual participation in learning and passive involvement in listening. Reading or watching may also be appropriate at various times.

The trainer should be alert to clues from participants that indicate their levels of involvement. When the group is working on a task, is everyone involved? If not, the trainer should ask why and provide assistance when needed. If the audience looks bored, loses eye contact, is fidgety or appears puzzled, the trainer should respond by assessing needs, varying the pace or responding in some other appropriate manner.

A high level of involvement is important to participant learning. Participants may be involved in a variety of ways throughout the session including engaging in:

- Arranging the space and furniture for comfort and ease in learning.
- Contributing to the trainer's assessment of needs.
- Reviewing and revising session objectives or selecting from among objectives where participants are working independently.
- Planning session activities.
- Selecting activities and participating in them.
- Providing feedback to the group on the content or process used in the session.
- Reinforcing the work of others or assisting others with the task.
- Assessing his or her own progress.
- Evaluating the session.

Of course other methods of involvement may be appropriate. The trainer must plan the best strategies and be open to feedback from the group.

EXERCISES

Exercise 1. Consider the following activities that might be included in a training session; then devise strategies for making the involvement of participants more active than the item states.

- Introducing participants to one another.
- Viewing a film.
- Reading a case study.
- Reading a series of magazine articles.

Stop and note some of your ideas for making these exercises more active. Then read some of the possible techniques described below.

Introducing participants to one another.

The trainer might make this exercise more involving by pairing participants, having the pairs interview one another, then asking partners to introduce each other to the group. Or the trainer might post chart paper around the room and have each participant complete a page of words that describe her/him including skills, interests, and background information.

Viewing a film.

Prior to viewing the film participants might be given a series of questions to think about during the film and might be told what kinds of exercises they will engage in after the film is over.

Reading a case study.

A case study might include a list of questions to consider as the participants read. Following the reading discussion should be encouraged. The trainer might suggest that group members role play the case to try to determine some possible solutions to the characters' problems.

Reading a series of magazine articles.

Instead of assigning all readings to all participants, divide the materials among group members. The reading time might be followed with individual presentations and debates concerning the points-of-view of the various authors read.

Exercise 2. Many teaching methods have been designed to encourage student involvement. Read the descriptions of the methods listed below then choose one and develop a training activity employing that method. Complete the following steps: 1) Select one teaching method, 2) Determine the purpose for which you will use the method, 3) Prepare any materials you will need to accompany the activity, 4) Ask a peer to critique your product.

Methods used to encourage student involvement:

Role Playing.

Role playing is used to dramatize a problem or situation which participants are trying to understand or solve. In role plays the trainer states the purpose of the activity, assigns roles to participants, and sets a time limit. Each participant is provided with a note card describing the character he/she will play. The role play is followed by analysis and discussion of issues raised by the characters.

Group Research Method.

Participants are assembled to work out a problem. Available information concerning

the problem is presented orally or in written form. Participants then make a list of questions they have or information that is needed in order to clarify the problem. Working in small groups, participants take one question or an area of needed information and develop a strategy to collect that information (e.g. interview students, compile data from student records, etc). The data is collected by each group then presented to the whole group for discussion, analysis and problem resolution.

Court Debate.

Court debates are used to help participants understand problem situations and develop some alternative solutions. The participants are divided into three groups: Prosecution, defense and jury. Each group is given a description of a problem (e.g., students wish to eliminate the school dress code). One group meets to develop the case for the administration; another group develops the students' case. Each of the two groups presents its opening remarks then

each is free to question the opposing side. When the debate ends the jury meets and then presents some possible solutions to the problem based on the evidence. The whole group then discusses the solutions.

X. Reinforcing Success

Part of a trainer's task is to help participants recognize progress they are making toward achievement of objectives. Reinforcement may be provided in a variety of ways: verbal feedback, self-assessment, rewards (e.g., college credit), or responsibility (e.g., assisting in additional training sessions). Programmed materials which include immediate feedback in their design also may be appropriate.

It is the trainer's assumption that success breeds success. Learners who feel confident and feel that they are making progress toward achievement of objectives for themselves or for other members of the group are likely to continue to achieve. Of course it may be necessary to provide corrective assistance when a learner is not progressing, but then it becomes extremely important that that learner also be made aware of success when it occurs.

The trainer may also provide reinforcement to the group as a whole. During the session or series of sessions, he or she should review the agenda and indicate the items that have been completed. The trainer may also check achievement of the objectives through testing and other means and report to the group as each objective is achieved. If the session involves production of

a product (written or otherwise), that product might be displayed or shared in some other way with members of the group and when asked to discuss their own progress, participants are likely to reinforce one another.

Ultimately, it should be remembered, participants are responsible for their own learning. The trainer may be teacher, facilitator or resource person, but not commander. Group members who are reluctant or disinterested may, in fact, choose not to participate fully. When the opportunity to learn is available, some may occasionally decide to ignore it.

It is also important for the trainer to be aware of the fact that constant reinforcement can cause participants to become dependent upon the trainer. As participants acquire skill, self-confidence, and the ability to critique themselves, the trainer should reduce the amount of reinforcement and build participant independence.

EXERCISES

Exercise 1. Read the following discussion between the trainer and teachers who are working on questioning techniques. Underscore the instances of positive reinforcement used by the trainer or others.

Trainer: Today we will be working on the skill of asking open-ended questions. You will remember that yesterday we worked on closed or factual questions and each of you demonstrated competence in that skill. Now we turn to open-ended questions. What is an open-ended question?

Trainee: A question which leads the student to consider his own opinion and to respond on the basis of that opinion.

Trainer: Good. What else might be said?

Trainee: Open-ended questions usually don't have right or wrong answers. They encourage the student to think and to relate ideas.

Trainer: Fine. Let's look at some examples of open-ended questions. I am posting a list of questions about space travel that you developed yesterday. There are some good examples on the list. Let's locate them.

* * * *

Trainer: Now that you have developed a set of

interview questions exchange the list with someone else. According to the criteria we have discussed, check those questions on your partner's list that best fit the criteria. You will have about 15 minutes to work.

Trainee: I think Mary might read some of her questions for the group.

Stop and complete the exercise, then compare your responses to those listed below.

Reinforcing statements:

- ...each of you demonstrated competence
- Good
- Fine. I am posting a list that you developed yesterday. There are some good examples...
- Trainee requesting another participant to read her questions.

Exercise 2. Observe in a classroom or other teaching situation and record all the positive reinforcement strategies used by the teacher. Be aware of both verbal and non-verbal reinforcers.

XI. Responding to Needs

Being responsive to group needs is in some ways similar to attending to group process which is described in Section VIII. This section, however, is addressed to some specific tasks which may be required of the trainer during the session, rather than to the training process itself.

Any time during the session the trainer may be aware of specific needs of trainees which must be addressed if the trainees are to participate at optimum levels. Those needs may be varied and may include:

Getting an answer to question.

Locating a resource.

Getting access to materials.

Adjusting furniture, temperature, lighting, or space for comfort.

Taking a break.

Getting assistance with a task.

Having an opportunity to participate in ways which the program has not prescribed.

An effort to meet these kinds of needs is expected of the trainer.

Exercise 1. The following are some sample problems that might arise during a training session. Consider each problem, then determine how the problem might have been avoided and how it might be resolved.

Problem 1. You dim the lights and begin a film showing. Several members of the group begin moving chairs and adjusting their viewing positions.

Problem 2. A trainee says that she does not understand the objectives of the session. Other participants indicate that they are not having the same difficulty.

Problem 3. Your presentation has been in progress for about 45 minutes and several participants are reading or yawning.

Stop and consider these problems, then review some of the possible solutions.

Possible Solutions

Problem 1.

a. To avoid the problem ask participants to adjust their positions and get comfortable before dimming the lights and to show the film.

b. To respond to the problem when it occurs, stop and rewind the film while participants get into position.

Problem 2.

a. This problem will arise on occasion and may not be avoidable.

b. To respond to the problem, tell the participant that you will meet with her privately as soon as there is an appropriate break in the session. Do not take everyone's time to resolve one person's problem.

Problem 3.

a. To avoid the problem you might want to keep large group presentations short.

b. To respond to the problem you might bring the presentation to a point where participants can take a break, insert an active exercise, or involve participants in a summary of the preceding remarks.

Exercise 2. Develop some problem situations of your own and discuss solutions with one of your peers.

XII. Measuring Achievement

During the planning of the training session, the trainer set objectives for participants which were shared with participants at the beginning of the session. At the close of the program the trainer will want to determine whether or not participants have achieved the objectives.

The type of instrument or procedure selected must be consistent with stated objectives. The objectives, themselves, should imply the type of measurement strategy used. In some cases more than one measure may be employed.

Refer, now, to the three sample objectives in Section IV. The first objective says that participants will give instructions for taking the Jones Test and that the four students to whom instructions are given will correctly complete the test form. The method of measuring achievement is implied in the objective. As a final test each participant will instruct four students to complete the Jones Test form. The participant achieves the objective if all four students complete the test form correctly. In this case the method of assessment is an actual demonstration or performance of a task.

The second objective in Section IV indicates that participants will select the correct response to statements concerning drug use when given multiple choices. The test, as the objective states, is 20 multiple choice items and participants scoring 90 percent (or better) achieve the objective. Here the method of assessment is a paper-pencil, multiple choice test.

In working on the third objective participants are expected to be able to write a case study for multi-ethnic education. The case study must be relevant to the student population, must contain a clear description of a problem statement, must contain enough detail to elicit group discussion and must be unbiased in presentation of the case. Two of the participant's peers will read the case and agree that the above criteria have been met. In this case the assessment measure is peer evaluation of the participant's written case study.

Other objectives in Section IV (p.31) are process objectives. The achievement of these objectives is also measured by the trainer, but are likely to be measured throughout the course of the session, not at the end alone. The trainer monitors the program to be sure that the intended processes are, in fact, occurring. Using the objectives on page 32,the trainer would observe and talk

with participants to be sure that they 1) are trying new teaching methods, 2) are compiling a force-field analysis, and 3) are participating in discussions.

Clearly stated objectives make progress assessment a simpler task. Effective assessment will tell the trainer what the group has achieved and it will tell participants what they have accomplished. Review and revision of the program is then made possible.

Obviously the information the trainer acquires in this process is made more meaningful if a pretest has been given during the needs assessment phase. A pretest may be very similar to the posttest or, in some cases, may be less formal.

When the trainer assesses participant achievement, he or she should be prepared to assist participants who have failed to reach the expected standards. Some additional assistance or reference to other resources should be provided.

EXERCISES

Exercise 1. Read the following objectives and indicate after each whether the appropriate method of assessing the achievement of the objective is a(n):

- Paper-pencil test
- Actual skill demonstration by the participant
- Pre- and post-survey of attitudes
- Evaluation of a product according to objective criteria.

1. Given 10 true-false statements concerning group process skills, participants will correctly label at least 90% of the statements.

_____

2. After a two-week multicultural living and learning experience participants' attitudes toward members of other ethnic groups will change in a positive direction.

_____

3. Following the steps in the trainer's guide, participants will conduct the NASA decision-making exercise with a group of 6-8 students.

_____

4. Given a list of authors on group guidance, participants will correctly recall and record at least one book by each author. (80%)

_____

5. Using Mager's Preparing Instructional Objectives, participants will write 10 instructional objectives.

_____

6. Given a manual and time to observe one demonstration, participants will set up a video tape unit and record and play back a five minute program.

_____

Stop and complete the exercise. Then compare your responses to those below. If you disagree with a response, discuss the item with a peer. (1,4 - paper pencil test; 2 - pre-post attitude survey; 3,6 - actual skill demonstration; 5 - evaluation of a product according to objective criteria)

Exercise 2. Writing good test items is a skill that develops with practice. Consider a course you have taken or a training program you are conducting and write five of each of the following types of test items:

Multiple choice

True-false

Sentence completion

Essay

Short answer, factual

Administer the test to a peer and ask him/her to assess the questions for clarity and accuracy.

Exercise 3. Assessing changes in participants' attitudes can be a challenging task for the trainer. A pre- and post-survey instrument may be developed to monitor attitudinal changes as perceived by the individuals in the session. One type of instrument that may be used consists of a series of pairs of word opposites. Participants are asked to complete the scale at the beginning and at the end of the session. An example follows:

When the principal walks into my classroom, I feel

displeased	0	1	2	3	4	5	pleased
threatened	0	1	2	3	4	5	encouraged
tense	0	1	2	3	4	5	relaxed

The instrument, of course, is developed to measure attitude changes that have been specified in the session's purpose and objectives. Develop some pairs of word opposites for the following statements.

- When I finish a day of teaching, I feel
- The climate created during the training program made me feel...or I anticipate that the climate during the training program will cause me to feel...
- When the training program began, I thought that team teaching would be... or, I now feel that team teaching is...

XIII. Conducting Evaluation

In addition to measuring participants' achievement of the session's objectives as discussed in Section XII, the trainer will also want to obtain feedback concerning the methods, materials, and format used with participants so that he/she can revise the program or improve his/her training skills if indicated. The trainer may select any number of strategies or a combination of strategies depending on time and information needed. Some approaches to evaluation include:

- A set of open-ended questions (e.g., How would you change the session? What materials were most effective?)
- Group discussion or individual interviews
- A rating scale

Regardless of the method chosen trainers may want feedback on questions such as the following:

- Were objectives of the session clear?
- Did the session meet your needs? expectations?
- Were materials appropriate?
- Did you have enough time (or too much time) to complete the task(s)?
- Did you feel comfortable with the group?
- Were the instructions clear and adequate?
- Do you feel confident that you can apply what you have learned?

- What was the best (most important, most effective) teaching/learning strategy employed?
- What changes might you recommend?
- What additional comments would you like to make?

The type of instrument(s) selected for evaluation and the questions asked will depend, in part, on how much information the trainer needs, on the size of the group, and the length of the session and time available for evaluation.

EXERCISES

Exercise 1. Using the questions listed in the above text or other questions you have identified, design three sample evaluation forms containing five items each. The forms will include one set of five open-ended, short answer questions, one set of five questions for informal individual or group discussions, and one rating scale containing five items.

Stop and prepare your evaluation forms, then check your forms against the samples below. Forms may vary and these samples should not be considered as the only correct forms.

Sample 1. Open-ended questions

What needs or expectations did this session meet for you?

What needs or expectations did this session fail to meet?

Which materials or activities helped you most in achieving the session's objectives?

What changes might you recommend to the trainer?

Would you encourage others in job positions similar to yours to participate in this program?

Why?

Sample 2. Group discussion

The questions in sample 1 might also be good group discussion questions. Others might include the following:

How does your teaching experience influence your reaction to this program?

What kinds of follow-up activities would help you use what you have learned?

What other materials or resources might be used in this session?

Did you feel comfortable with the training process used?

How will you apply what you have learned?

Are there factors which you feel prohibit you from using what you have learned?

Sample 3. Rating scale

Using the following scale rate each statement that appears below.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

The objectives of the session were clear to me	1	2	3	4
I had enough time to accomplish the task(s)	1	2	3	4
I feel confident that I can apply what I learned	1	2	3	4
Materials and activities were valuable in helping me learn	1	2	3	4
I would recommend this session to others in positions similar to mine	1	2	3	4

Comments:

XIV. Summarizing

Summarizing means bringing the training session to a close. A number of activities may be included in the summary. They are:

- A posttest
- Session evaluation
- Review of the completed agenda
- Review of objectives
- Informal feedback between participants and trainer
- A list of additional sources for pursuing the topic
- A plan for follow-up to the session
- Testing and evaluation were discussed in Sections XII and XIII. The remaining items on the above list of summary activities are intended to achieve two purposes: helping participants see what they have accomplished and helping participants apply what they have learned once they leave the session. Both are important.

A training design is not complete unless it includes follow-up activities. On rare instances, where teachers are learning to use a set of filmstrips for example, follow-up may consist simply of the trainer's offer to be available if the teacher needs help. Follow-up might include the trainer's offer to critique the teacher in

the classroom or to help locate additional materials so that the teacher can pursue the subject in greater depth. The trainer might want to schedule follow-up visits to classrooms or arrange additional sessions where the work begun in the current session can be continued. The follow-up should be responsive to trainee needs and may vary from participant to participant.

EXERCISES

Exercise 1. Summarize your use of this training module by responding to the following questions.

1. What were your objectives when you began working on this module?
2. Did you achieve your objectives? Why or why not?
3. What additional information or training do you feel you need?
4. Where can you go for additional instruction?

Exercise 2. Take the pretest again. Having completed this module, write some additional questions you would include in a pre-posttest.

CONCLUDING EXERCISE:

DESIGNING A TRAINING PROGRAM

This module is intended to help you design and deliver an in-service teacher training program. In this concluding exercise you will find an outline for a training program design. Complete the outline and deliver the training session. You may want an observer to assess your performance as a trainer using the data collection instruments related to this module.

Before you begin to develop your outline, you will be expected to complete the following steps:

- Identify space and facilities for the session
- Conduct needs assessment among group targeted for training and among other relevant groups
- State objectives for the session(s)
- Identify available materials, equipment and resources needed for the program
- Design instrument for assessing participant achievement of objectives
- Design strategies for session evaluation

TRAINING PROGRAM DESIGN

I. Session Opening

- A. Rationale for training, statement of needs
- B. Purpose of session
- C. Warm-up exercises to acquaint participants
- D. Review of agenda, objectives, schedule

II. Instructional Programming

- A. Activity 1
  1. Instructions
  2. Materials, equipment
  3. Time
  4. Space arrangement
- B. Activity 2
  1. Instructions
  2. Materials, equipment
  3. Time
  4. Space arrangement
- C. Etc.

III. Session Closing

- A. Assessment of achievement
- B. Program evaluation
- C. Summary statement based on objectives
- D. Plans for follow-up

PRETEST ANSWER KEY

IA. Trainer led question-answer session (3). This arrangement encourages dialogue between the participants and the trainer.

IB. Several separate learning stations with tables (containing various materials) and chairs (1). Participants will need to focus on different types of material, probably in some logical sequence. They will be working independently and will need space and writing surfaces. Participant interaction is not encouraged.

IIA. Rationale for training (5). The trainer is stating why the session topic was selected. He/she has not yet stated what the session is intended to achieve or what activities will be undertaken.

IIB. We are here today to develop a series of activities for Career Education Day (3). The statement describes the expected outcome or goal of the session.

IIIA. Obtaining information that may influence the design and/or content of the program (2). All of these purposes may be achieved by conducting a needs assessment, but the results of the assessment are intended, primarily, for the trainer's use.

IIIB. About previous training in mainstreaming techniques (4). The other items are largely unrelated to the trainer's data need.

IVA. Only at the end of the session (1). Participants must know what they are to accomplish prior to the session.

IVB. Using Johnson's Guide, participants will write a plan for a one-hour clarification exercise which meets the criteria stated in the Guide (5). The objective states what participants will <u>do</u> (write an exercise), the <u>conditions</u> under which they

will do it (using Johnson's Guide), and the criteria against which they will be assessed (criteria stated in the Guide).

VA. Preparing and asking open-ended questions (4). The objective says that the skill being developed is asking open-ended questions, not writing questions, researching the topic, or interviewing per se. Activities should be based on objectives.

VB. Interpreting test results to parents (5). The session is on administration of the test not interpretation of results.

VIA. Maintain the interest and involvement of participants (2). Although other purposes may be achieved through varying the activities, the primary aim is motivation and attentiveness of participants.

VIB. All of the above (4). Any of the items 1-3 may indicate that the session is moving too slowly or too fast.

VIIA. All of the above (5). When the trainer is focusing on what is to be learned in the session, he/she is attending to task. The objectives, the agenda, and assessment of progress focus on the learning tasks primarily.

VIIB. Attending to the session's purpose, objectives and planned outcomes (1). Task refers to what is learned.

VIIIA. Ask the group to assess current feelings and attitudes (3). In attending to process, the trainer is expected to deal with apparent needs of participants or problems that arise.

VIIIB. All of the above (5). All strategies that encourage people to learn are part of the trainer's attention to process.

IXA. Ask participants to read and discuss a summary of various studies on drugs and their use (4). While all of these activities might be useful,

#4 is the only activity that focuses on factual information as stated in the session's purpose.

IXB. Engaging participants in the learning task through appropriate intellectual, emotional or physical action (3). Active involvement may, but need not, include physical movement or visual involvement.

XA. Programmed instruction (5). Programmed materials contain answers (immediate feedback) to responses made by participants. The other training strategies listed will require the trainer to provide for reinforcement.

XB. Motivate the learner (1). Reinforcement may be verbal or nonverbal, should encourage self-confidence and independence, should focus on the trainees and, may or may not be used to encourage competition.

XIA. All of the above (4) Non-verbal cues will help the trainer adjust the program to the group.

XIB. Who are the people attending the workshop(2). Participants are more comfortable and task oriented when they are familiar with their colleagues and their colleagues with them. The second concern is "What am I expected to do here?"

XIIA. Determine if objectives have been accomplished (1). Measuring achievement will help bring closure to the session and may prove the program's success, but the trainer (and participants) primarily need feedback as to what has and has not been learned.

XIIB. Is clearly keyed to the objectives (3). Any of the other items may, in some cases, apply, but the measurement of achievement is always based on stated objectives.

XIIIA. Help determine if the program design is appropriate for the audience (4). The trainer needs evaluative feedback if he/she is to improve the program design. Other purposes may be achieved as well.

XIIIB. Any or several of the above (5). Many evaluation strategies can be used by the trainer. The key is selecting the strategy that is likely to get needed information.

XIVA. Skill building exercises (1). The session summary is for purposes of review, assessment, and future planning. Instructional activities should have been completed prior to the close.

XIVB. All of the above (4). Summarizing is intended to bring closure to the session and can involve a variety of activities.

this improved appearance may not be important to another individual.

You, as the counselor, must help your students develop problem statements such as the above. Egan (1975) refers to this process as helping the client own his/her problem. This ownership means getting him/her to specify it and then face it squarely. Often you will need to utilize "caring confrontations" to help the student through this process. Confronting the student means that you point out the discrepancies between what he/she is saying and what he/she may be doing, point out his/her avoidance behaviors, or the way he/she is distorting reality, or the games he/she is playing to avoid dealing with the problem. Confrontations must be handled very gently and may be best described as tentative confrontations.

EXAMPLE

"You have been talking about wanting to feel better about yourself, but I'm having difficulty understanding what you really mean by that."

"I'm not sure I understand; you say you want to get better grades, but then you say you don't really want to study. Can you clarify what you mean for me."

Both of these statements are confrontive, but they also place part of the burden on the counselor. They do this by saying, "not sure I understand," "can you clarify this for me?" Certainly there is a risk in using these kinds of statements. The student may get angry with you, leave your office, clam up, or any number of other reactions. On the other hand, such statements may help the student get off dead center and crystallize his/her problem. It is an old saying, but often very true-- "nothing ventured - nothing gained." Before considering possible courses of action, clients must state their problems in specific terms and own them as their own problems.

EXERCISES

Exercise. Go back to your ten problem statements and under each one (a) write an appropriate caring confrontation response to the problem statement, and (b) write at least three more specific problem statements that might relate to the more general problem statement.

S.18 Conveys to the student the need to establish goal priorities. This may seem to be a rather simplistic skill, but it is a highly important one. Most student problems have more than one facet. It is important for you to help the student put these facets into some

priority order. Re-examine the more specific statements under the example, "I want to feel better about myself." It would be difficult, if not impossible, to work on all these facets at once. Indeed, many students become frustrated and give up when that is the approach taken by the counselor. The priority list of what will be worked on first should be the choice of the student, but it is important that you assist him/her in putting together a realistic priority list. In examining our example problem list, you may begin to see a natural priority. For example, it may make sense for this client to do something about appearance first, then maybe work on making friends, then dates, etc. There are two distinct advantages in helping clients develop these priority lists. The first, already alluded to, is that it is easier to work in small steps rather than taking giant steps. The second advantage is that it is often very important to insure that the student begins to experience a positive result of counseling as soon as possible, such that he/she does not become discouraged over lack of progress and quit. The probability of success occurring is heightened if small steps, rather than giant steps, are planned for and taken.

Exercise 1. Go back to the ten statements you wrote earlier and three specific statements under each original statement. Put the three specific statements into a realistic order of priority.

Exercise 2. Get two individuals to help you with this exercise. Have each person role play with you for 15-20 minutes. Have each of them present to you a problem statement. Work through the process of trying to clarify the problem, specify facets of it, and put these into a priority list. After each session discuss the session with your "student." As always, it is important that you get honest feedback.

I.14 Helps student explore alternative solutions.

I.15 Gives clear and accurate information.

I.16 Allows students to make decisions in due time, does not push the student into premature decision making.

These indicators will be treated together as they are so interrelated it is difficult to separate them. Unlike other sections of this module, no specific skills will be listed under the indicators. This does not mean that there are not any specific skills, rather, there is such a wide variety of skills which might be listed. Which

ones you choose to use will depend on your personality and which ones you believe in. You might choose Reality Therapy, Rational-Emotive Therapy, Behavioral, Carkhuffian, Gestalt, or other techniques. The scope of this module is not such that we can examine even a small part of these. You will find some suggested readings in the Appendix that will give you information on specific action techniques. If you feel weak in this area, you should examine at least one of these references before proceeding.

For purposes of this module, we can examine the general process that needs to occur and two general procedures which you can utilize to help clients explore alternatives, gain accurate information, and make appropriate decisions.

This section of the process of counseling may be thought of as the problem-solving part of counseling. The previous sections or phases of the process were really problem identification. Having helped the student clarify the problem and establish the goal to be worked on, the next steps are to examine alternatives, gather information on these alternative ways of reaching the goal, and making a decision about the various alternatives. If you have identified this as basically a decision-making process, you are correct. The following

are two examples of procedures which you might utilize in helping students through this process.

The first process is simply one model for decision-making. There are many similar models, and you may know of one with which you feel more comfortable. Whatever the particular model you use, it should include at least the seven steps outlined in this model.

•Define the goal or objectives desired by the student. This process should have been achieved as part of the process under I.13. As was stated there, the student may have several sub-goals which form a larger goal. If so, a decision process should be carried out for each sub-goal, and then the totality of all the sub-goals are examined.

•The student should be helped to explore possible alternative ways of reaching the goal or objective. It is a very rare situation in which there is only one alternative. It is best if the student can identify the alternatives, but, depending on the student, you may need to take a very active role in helping determine possible alternatives. Some students will simply not have enough information to know all the possible alternatives, and you will need to provide clear and accurate information in these circumstances.

•Once the various alternatives have been established,

you need to help the student examine very carefully each alternative in terms of what it calls for them to do and the potential outcome if they choose that alternative. The process is one of having the student weigh possible energy output against possible gain.

EXAMPLE

Objective: To improve appearance by losing weight.

Alternatives:
1. Fast completely.
2. Cut out sweets.
3. Use a physician's prescribed diet.

Possible outcomes of each alternative:

1. Would lose a lot of weight, but might get really sick -- payoff great, but risk is high.
2. Might lose some weight -- not very difficult to do. Payoff is probably minimal; risk is very low.
3. Would lose weight more slowly, but probably would lose. More difficult to follow than 2, but physical risk is lower than 1.

At this point the student should be helped to make the actual decision. After examining each alternative,

in which one do they feel the investment is worth the potential payoff?

•This step should be simply a process of helping the student think through all the reasons for his choice of a particular alternative. It is a rethinking process which is a final check on the decision.

•The next step is helping the student to make plans for implementing the choice. This and the next step are very important steps, but ones that counselors frequently leave out. A decision is not really a decision until plans which implement the decision are made and carried out. A student may first decide on one alternative, but as the two of you make actual plans for implementing the decision, the student may discover that he/she really doesn't like the alternative. This discovery, then, leads to a reassessment of the alternatives.

•The student should now attempt to implement the decision, and then the two of you should discuss how the process is working. Once again, a re-evaluation of either the alternative chosen or the implementation plan may need to be considered and some revisions made. If everything is going well, the student may be ready to begin work on another goal; or, if there are no more goals, he/she will be ready for termination of the counseling.

Exercise 1. Take one current decision you are attempting to make. Write down the goal you are attempting to achieve from the decision. Now, in written form, go through each step of the process just outlined. It will be most helpful if you work through at least step 6.

Exercise 2. Have a friend present you with a real or fictional decision he/she is attempting to make. Help him/her through the first six steps of the decision-making process. It will be helpful if you tape this session and evaluate yourself on the scale entitled, "Action Phase Self-Observation." (p.111). Give "client" the six-step process and ask him/her to give you the verbal feedback on your efforts. Have him/her rate you on the scale in the Appendix entitled, "Action Phase - Feedback." (p.112).

A second process that may also be used to help students resolve their problems and make plans for action is called Force Field Analysis. The material included in this section has been adapted from a paper by Philip G. Hanson, V.A. Hospital, Houston, Texas.

Force Field Analysis is based on the assumption that any problem area or goal has counteracting forces acting

upon it. For example, let us examine a client's problem, which is smoking. For this client there are forces which will act to increase or maintain the smoking behavior we shall refer to as facilitating forces. There are also forces which could act to decrease or stop the smoking behavior which we shall refer to as inhibiting forces. As with the decision model presented earlier, the first step is to help the client clarify the problem or the goal. In our example that has been done. Next we assist the client in examining the facilitating forces and the inhibiting forces. It would be helpful to write these out in a chart such as the following:

Problem

Smoking

Facilitating Forces	Inhibiting Forces
Wife smokes	Cancer
Habit	Children
Reduce anxiety	Cost
Desire to be sociable	Heart
Boredom	Activity
Drinking	Quit drinking

Following the identification of the forces on both sides, the next step is to help the client decide which of the forces is amenable to change. The client may

recognize that some will be very hard to change, while others might be relatively easy to change. In our example, the client wishes to stop smoking. Hence, in his/her case he/she wants to reduce the facilitating forces that will be easiest to change and to increase the inhibiting forces that are easiest to change. Such a procedure quite obviously must be based on an accurate understanding of the forces, and a key role of the counselor is to make sure the client has all the necessary information and is making an accurate analysis of the situation. If, instead of a problem behavior, you did a force field analysis with a student on a goal (i.e., study habits), you would work with the student to increase facilitating behavior and decrease inhibiting forces. In either case the process of identifying the forces and then identifying which ones are amenable to change is of prime importance.

Once the forces amenable to change have been identified, you must help the student plan a strategy for changing each force that is to be changed. Once again, you must act as a reality test for the student. The plans they draw up must be based on accurate information and the reality of their situation.

Like the decision-making process outlined earlier,

a final phase is for the student to put the strategy into operation and to get feedback on the process. The effectiveness of the strategy can only be determined by evaluating the results of the action taken. If the strategy is not working, the student will need to change or modify the strategy.

EXERCISES

Exercise. It will be helpful to your understanding of this process if you take yourself through a force field analysis. Think about a problem or an objective that you are concerned enough about to want to do something. Respond to each of the following items as fully as you can:

1. I understand the problem or objective to be specifically that.....

2. The following individuals are involved....

3. These other factors are related to the problem or objective.....

4. In the present status of the situation, the following is my list of forces facilitating change:

5. The following is my list of forces inhibiting change:

6. Rank the items under 4 in terms of your ability to change those forces. Your highest rank should be the force you feel is the easiest to modify. After completing the ranking for 4, do the same for items under 5.

7. Detail a strategy for changing at least one force you listed under 4 and one strategy for changing a force under 5.

Have a friend present you with a real or fictional objective that he/she would like to achieve. Help him/her through a force field analysis. Tape the session and evaluate yourself using the scale, Action Phase Self-Observation, (p.111). Give your "client" the Action Phase Feedback form, (p.112), and ask him/her to fill it out. Discuss his/her ratings.

Tape two counseling sessions with two students who are at the stage of problem identification. Take one student through the decision-making process. Take the second student through a force field analysis. Evaluate your tapes using the Action Phase Self-Observation scale.

Have your clients evaluate your efforts using the Action Phase Feedback scale. If both your ratings and those of the students are very positive, you are ready to proceed to the last section of this module. If your ratings are low or you feel you need more experience, try taking two more students through the action process with which you are most comfortable.

1.17 Uses an appropriate method of closure for the session.

S.19 Conveys to the student the time limit of any one session in positive fashion and at appropriate time

S.20 Terminates counseling in a positive fashion.

Closure can take two basic forms: closure of a particular session and closure or termination of counseling. This indicator refers to your ability to carry out whichever one of these is appropriate in a given counseling situation.

S.19 Conveys to the student the time limit of any one session and closed sessions in a positive fashion and at an appropriate time. Much fun has been made of such things as the 50-minute hour in counseling or therapy, but it really deserves serious consideration. Most research supports the belief that for high school students

and adults a 50 to 60 minute session is the most appropriate time span. For junior high and elementary students it is generally believed that a 30 minute session is the most appropriate. If you go beyond these time limits, you can expect the time beyond these periods to be less productive. Whatever the limits you establish, it is important that you hold to these time periods. By doing so you are conveying to the client that this is the amount of work time they have. If the client never knows how long you will see him/her, he/she is likely to put off getting into a serious discussion as long as he/she can. Hence, the first rule for proper closure is to establish a set time period with the student. It is then up to you to know when that time is drawing to a close.

Being aware of the time is important in bringing any particular session to an appropriate close. A session should never end abruptly while the student is dealing with some serious material. Just as you ease a student into a session by helping him/her feel comfortable, you must plan ahead to ease him/her out of the session. The most helpful process to accomplish this is for you to use a summary statement. This statement should summarize the material covered during the session, summarize what you and the client have agreed to do between sessions (if you

have talked about doing something) and what the tentative plans are for the next session.

EXAMPLE

Counselor: Well, Mary, today we have talked about some general difficulties you are having with your classes and how concerned you are with your grade situation. We have talked a little bit about some of the things you think are causing these difficulties. It might be helpful if, between now and next time we get together, you try to think a little more about what the causes are, and then we can examine them in more detail. Once we get a good handle on them we can discuss future plans. Does that sound reasonable to you?

Mary: Fine.

Counselor: Good. Now, when can we get together again? Friday sometime O.K.?

Mary: Yes.

> Counselor: O.K. See you then. Remember, try to think some about your specific concern with your classes.

If you follow the concept of easing a client out of a session, you will avoid the danger of breaking the session while the student is in a low emotional state. Rather, the session will end on a positive note, looking to the future. You will also note in the example that the counselor made a definite appointment before the student, Mary, left. It is very important that you do so if at all possible.

One word of caution is needed here. If, in your judgment, your student is seriously upset or if there is potential the individual will harm him/herself or others, all suggestions about time limits are off. Students in those states should not be left alone, even if the normal time limit is over. If you cannot stay with them, arrangements should be made for someone to stay.

S.20 Terminates counseling in a positive fashion. In the section of this module where we discussed the action phase of counseling, we discussed the final process of counseling as helping the student try the new behaviors with the provision that the client should come back for a feedback session. This feedback session is an

initial part of the termination process. In terminating a counseling relationship, remember that the process of counseling began slowly and that it should end in similar fashion. The student has come to depend on you, and part of termination is getting him/her ready to depend on him/herself. The feedback session, where hopefully he/she will repeat positive results, is very important to this process. If in the feedback session he/she repeats negative or no results, then counseling will continue and you won't be terminating the student at this point. If there are positive results, however, the student may be ready for termination of the counseling.

Some client-counselor interactions can be terminated after one feedback session. It is more likely that you and your client will want to have two or three such sessions. The first termination session might be one week after the initiation of the new behaviors. If things are going well at this point, you might schedule another session in a couple of weeks and then another in three or four weeks. Such a procedure has the advantages of helping the student make minor changes in what he/she is attempting to do and of gradually moving the student from dependence to independence.

In all terminating sessions it is important that you

follow three procudures recommended by Delaney and Eisenberg (1972):

Termination Procedures

- You should reinforce the positive changes that the student has made in moving toward his/her objectives.

- You should make sure that the student has no other concerns he/she wishes to work on.

- You should make sure that the student feels free to see your aid any time he/she feels a need, but you have confidence in his/her ability to function in an independent fashion.

Closure of any particular session or termination of counseling is as important as any other stage of counseling. In the case of closure of a session, you are providing a link to the next session in the process. In termination you are providing the individual a stimulus to continue his/her own development. In either case, he/she is future-oriented. The prime criterion is, does the student leave counseling with a good and positive feeling, or does he/she leave with a sour, negative, unfinished feeling? The former results from a positive

closure or termination; the latter from an incomplete or poorly done closure or termination.

EXERCISES

Exercise. The final exercises for this module are simply to conduct two counseling sessions for each of the two performance requirements. Use the self-observation form and the student checklist to rate your performance. If all four sessions are completed at satisfactory performance levels, you should be ready to proceed to the final performance evaluation. Good luck.

Appendix A

Key -- Self-Assessment

1. (a) A Key element to a good counseling relationship is to put the client at ease, so that the client will begin to explore his/her feelings.

2. (c) Best example of non-attending behavior is the counselor changing the subject. Short breaks in eye-contact are normal.

3. (c) Counseling is for the client so the counselor should lead only as much as necessary to keep the session moving.

4. (c) When the counselor questions the client the counselor is completely leading the interview.

5. (b) Reflection is designed to help the client look at his/her feelings.

6. (a) Counselors should make sure their clients have ceased communication before they respond. You must give clients time to talk.

7. (c) The non-verbal behavior of the client will often either clarify or contradict verbal behavior.

8. (c) Just as the client communicates verbally and non-verbally so, too, does the counselor.

9. (b) Empathy means understanding the client at the deepest possible level.

10. (d) Genuineness on the part of the counselor should only be used to benefit the client. Thus, there are times when it is inappropriate for the counselor to be genuine.

11. True
12. True
13. True
14. True
15. True
16. False
17. True
18. False
19. True
20. True

Appendix B

Answers to Verbal Following Exercise

1. a) Reassuring - This is a typical type of counselor response, but reassurance most often makes the student feel put down. Think how you feel when you have a problem and someone says, "Don't worry."

   b) Reassuring
   c) Questioning - A second typical counselor response. Notice that it does not follow the client. Rather, it leads the client. The counselor is seeking information for his benefit--it may not benefit the client.

   d) Verbal following behavior - notice that the response of the counselor included both the content of the student message and, more importantly, picks up the implied feeling (upset).

2. a) Ordering - direct telling of student what he/she should do.
   b) Moralizing - this is the counselor's values, not what the student believes.
   c) Verbal following behavior
   c) Questioning

3. a) Ordering
   b) Verbal following behavior
   c) Questioning
   d) Questioning

4. a) Questioning
   b) Moralizing
   c) Reassuring
   d) Verbal following behavior

5. a) Verbal following behavior
   b) Moralizing
   c) Questioning
   d) Questioning

6. a) Moralizing
   b) Ordering
   c) Verbal following behavior
   c) Moralizing

7. a) Embarrassed
   b) Verbal following behavior
   c) Questioning
   d) Embarrassed

8. a) Sympathy
   b) Moralizing
   c) Verbal following behavior
   d) Moralizing

9. a) Critical
   b) Sympathy - reasoning
   c) Verbal following behavior
   d) Questioning

10. a) Apologetic
    b) Embarrassed
    c) Verbal following behavior
    d) Defensive

11. a) Questioning
    b) Moralizing
    c) Reassuring
    d) Verbal following behavior

12. a) Questioning
    b) Verbal following behavior
    c) Moralizing
    d) Shaming

Appendix C

ACTION PHASE - SELF-OBSERVATION

1. I helped the student clarify his/her problem(s).

1 2 3 4 5 6 7
Very well — Not at all

2. I helped the student examine all facets of his/her problem.

1 2 3 4 5 6 7
Very well — Not at all

3. I helped the student examine possible alternative courses of action.

1 2 3 4 5 6 7
Very well — Not at all

4. I helped the student examine each alternative in detail.

1 2 3 4 5 6 7
Very well — Not at all

5. I provided needed and accurate information.

1 2 3 4 5 6 7
Very well — Not at all

6. I did not push the student into making a decision before he/she was ready.

1 2 3 4 5 6 7
Was patient — Pushed

7. I helped the student make plans for implementing his/her decision.

1 2 3 4 5 6 7
Very well — Not at all

Appendix D

ACTION PHASE - FEEDBACK

1. The counselor helped me clarify my problem(s).

1	2	3	4	5	6	7
Very well						Not at all

2. The counselor helped me examine all facets of my problem.

1	2	3	4	5	6	7
Very well						Not at all

3. The counselor helped me examine possible alternative courses of action.

1	2	3	4	5	6	7
Very well						Not at all

4. The counselor helped me examine each alternative in detail.

1	2	3	4	5	6	7
Very well						Not at all

5. The couselor provided needed and accurate information.

1	2	3	4	5	6	7
Very well						Not at all

6. The counselor did not push me into making a decision before I was ready.

1	2	3	4	5	6	7
Was patient						Pushed

7. The counselor helped me make plans for implementing my decision.

1	2	3	4	5	6	7
Very well						Not at all

Appendix E

Action Techniques References

Dustin, R. George, R. Action Counseling for Behavior Change. New York: Intext Publishing, 1973.

Krumboltz, J. D. and Thoresen, C.E. Counseling Methods. New York: Holt, Rinehart and Winston, 1976.

Mahoney, M. J. and Thoresen, C. E. Self-Control: Power to the Person. Monterey, Calif: Brooks/Cole Publishing, 1974.

Osipow, S. H. and Walsh, W. B., Behavior Change in Counseling: Readings and Cases. New York: Appleton-Century-Crofts, Inc. 1970.

Passons, W. R. Gestalt Approaches in Counseling. New York: Holt, Rinehart and Winston, 1975.

Any of the books listed as suggested reading prior to beginning this module will also have some action techniques discussed in them.

References

Carkhuff, R. R. and Berenson, B. G. Beyond Counseling and Therapy. New York: Holt, Rinehart and Winston, 1967.

Delaney, D. J. and Eisenberg, S. The Counseling Process. Chicago: Rand McNally and Company, 1972.

Egan, Gerald. The Skilled Helper. Monterey, Calif: Brooks/Cole Publishing, 1975.

Hanson, P. G. Force Field Analysis. Unpublished Paper, V.A. Hospital, Houston, Texas, 1972.

Kelman, H. C. The Role of the Group in the Induction of Therapeutic Change. International Journal of Group Psychotherapy, 1963, 13, 399-432.

Schroeder, John. MODA Training Manual, University Park, Pa. 1971.

Shertzer, B. and Stone, S. Instructor's Manual: Fundamentals of Counseling, 2nd. Ed. Boston: Houghton-Mifflin, 1974.

Warner, R. W., Jr. The Use of the Group in the Process of Counseling. In Group Counseling. J. Hansen and S. Cramer (Eds.) New York: Appleton-Century Crofts, 1971, 291-296.